COURSE OUTLINE: PSW0120 - PRIN. OF PSW PRACT I

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Course Code: Title	PSW0120: PRINCIPLES OF PSW PRACTICE I FOR CICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19F, 20W
Course Description:	This course will introduce the learner to the health care system, the health care team and the legislative regulations that govern the role of the Personal Support Worker. The legal rights and responsibilities of both the client, their family and the PSW will be examined. Concepts will be explored that pertain to building helping relationships, ethics, values and beliefs. Learn to work in groups, focus on teamwork, working under supervision, accepting and understanding delegation, managing stress, time and problems. Maintain safety in varied workplace setting. Students will learn to interpret established nursing care plans, organize care, make appropriate observations, report and document.
Total Credits:	4
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	PSW0130
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 60%,
Books and Required	Mosby`s Canadian Textbook for the Support Worker by Sorrentino

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Resources:	Publisher: Elsevier-Health Sciences Division Edition: 4th ISBN: 9781771720434
	Mosby`s Canadian Textbook for the Support Worker (Workbook) by Sorrentino Publisher: Mosby, Incorporated Edition: 4th ISBN: 9781771721271
	Mosby`s Canadian Textbook for the Support Worker (w/Workbook) by Sorrentino Publisher: Mosby, Incorporated Edition: 4th ISBN: 9781171721325
	Stedmans Medical Terminology (w/Bind-in Access) by Nath Publisher: Lippincott Williams and Wilkins Edition: 2nd ISBN: 9781496317117
	Gentle Persuasive Approaches (GPA) in Dementia Care by GPA Publisher: Advanced Gerontological Education Edition: 3rd ISBN: 9780969102038

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Work within the personal support worker role in the community, retirement homes, long-term care homes and/or hospital care settings in accordance with all applicable legislation and employer`s job description, policies, procedures and guidelines.	1.1 Identify the role that the personal support worker has in the provision of client centered and client-directed care. 1.2 Identify and discuss the general skills and responsibilities associated with the personal support worker role. 1.3 Discuss the concept of quality improvement as it relates to the personal support worker role. 1.4 Identify and compare roles and responsibilities between unregulated care providers and regulated health professionals as outlined by applicable legislation. 1.5 Verify the impact of different care settings (i.e., community, retirement homes, long-term care homes and hospitals) on the role expectations of a personal support worker. 1.6 Discuss a variety of employer policies and procedures that apply to the personal support worker role while in placement settings.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the client, family, supervisor and/or other members of the inter-professional care/service team.	2.1 Explain strategies to resolve workplace issues and identify resources that are available to assist. 2.2 the personal support worker. 2.3 Discuss potential sources of stress, including workplace and personal sources and how it may impact all the dimensions of health. 2.4 Identify resources and techniques to manage stress in the personal support worker role.
Course Outcome 3	**Learning Objectives for Course Outcome 3**

3. Participate as a member of the inter-professional care/service team and maintain collaborative working relationships in the provision of supportive care within community, retirement homes, long-term care homes and/or hospital care settings.	3.1 Identify the roles that the inter-professional care/service team members, including personal support workers, have in the provision of optimal support and care. 3.2 Identify clients and family members as integral to the inter-professional care/service team. 3.3 Identify and describe the characteristics of respectful, effective inter-professional working relationships and communication. 3.4 Discuss how the personal support worker can contribute suggestions regarding clients` plan of care/service plan. 3.5 Discuss strategies to develop effective working relationships with other care/service team members. 3.6 Explain strategies to resolve workplace issues and identify resources that are available to assist the personal support worker.Interpersonal communication: Client centered, language of Health care with all members of a Health care team.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Provide client-centred and client-directed care that is based on ethical principles, sensitive to diverse client and family values, beliefs, and needs, and which follows the direction of the plan of care/service plan.	4.1 Discuss clients`right to autonomy, dignity, privacy and confidentiality at all times. 4.2 Identify and describe personal ethics including justice, honesty, integrity, caring and fairness. 4.3 Identify and describe health care ethics including autonomy, privacy, confidentiality, beneficence and non-maleficence. 4.4 Discuss how ethical principles are applied in the personal support worker role. 4.5 Identify and discuss legislated rights to privacy and confidentiality including applicable legislation regarding the protection of personal information. 4.6 Describe the rights protected by the Canadian Charter of Rights and Freedoms and provincial and territorial human rights codes. 4.7 Identify situations where a substitute decision-maker is authorized to make decisions for an incapable client, including a person exercising a power of attorney (POA) for personal care, can make a decision for clients.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Establish and maintain helping relationships with clients, and their families reflecting open communication, professional boundaries, employer`s policies and adhering to confidentiality and privacy legislation.	5.1 Identify and describe the characteristics of the helping relationship. 5.2 Describe and discuss the importance of professional boundaries within helping relationships. 5.3 Identify and describe behaviors associated with appropriate client/personal support worker and family/personal support worker boundaries. 5.4 Ensure that personal activities and needs do not interfere with judgment and performance as a personal support worker. 5.5 Use clear professional vocabulary when communicating with clients and their families and use strategies to ensure comprehension. 5.6 Discuss interpersonal communication and conflict management skills to prevent and resolve conflicts in care-giving situations. 5.7 Identify and discuss approaches for preventing and

Course Outcome 6	Learning Objectives for Course Outcome 6
6. Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.	6.1 Describe the functions of the client chart and the basic rules for documentation. 6.2 Identify the personal support worker role when making observations regarding client`s health, function and emotional state. 6.3 Explain the function/relevance of the Nursing Care Plan and describe the steps in the care planning process. 6.4 Describe how the personal support worker can contribute to the development and revision of the care/service plan. 6.5 Review checklists and other forms of record keeping that are used to document observations and client care. 6.6 Differentiate between subjective and objective data. 6.7 Write clearly and concisely using correct spelling, grammar, medical terminology and abbreviations given in the established policies and procedures. 6.8 Identify how to document in regard to client care and changes noted in client`s condition to appropriate members of the inter-professional care/service team, using communication tools and technologies employed in the workplace environment. 6.9 Identify and discuss communication technologies in a variety of care settings e.g., computers (tablets), mobile phones, fax machines. 6.10 Identify and discuss guidelines to protect privacy and confidentiality in documentation.
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Promote and maintain a safe and comfortable environment for clients, their families, self and others including the implementation of infection prevention and control measures and emergency first aid procedures that are in keeping with the plan of care/service plan, employer policies and procedures, and all applicable legislation.	7.1 Recognize health, safety, and emergency measures along with applicable legislation and the employer`s established safety policies and procedures. 7.2 Describe various employer`s safety policies and procedures including organization`s emergency preparedness plan. 7.3 Recognize situations and the personal support worker`s responsibility in the notification of first- such as paramedics, fire fighters, and police. 7.4 Identify environmental risk factors and safety measures to prevent falls, burns poisoning, and suffocation. 7.5 Identify and discuss responsibilities related to the use of restraints in client care settings and how to use restraints safely. 7.6 Describe the purpose of restraints and various types of restraints. 7.7 Identify complications that can result from the use of restraints. 7.8 Discuss how the roles vary between regulated and unregulated health care professionals in regard to use of restraints.
Course Outcome 8	Learning Objectives for Course Outcome 8
8. Identify and report situations of neglect, and potential, alleged or witnessed/actual incidents	8.1 Identify situations which may pose a risk of abuse or personal harm to the personal support worker and report observations promptly to supervisors. 8.2 Describe the personal support worker`s right to a safe

(top of page, continued text): resolving conflict in care giving situations.

	of abuse, and respond in accordance with all applicable legislation and employer policies and procedures.	working environment free from verbal, emotional and physical violence. 8.3 Discuss workplace bullying, sexual abuse and harassment, reporting mechanisms and policies aimed at promoting a safe work environment including whistle-blowing protection. 8.4 Identify situations where the personal support worker may be at risk for abuse or personal harm.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
One minute paper/Participation	20%
Test #1	20%
Test #2	20%
Test #3	20%
Test#4	20%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:	October 4, 2019
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.